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ABSTRACT

This project developed from a need for knowledge and information concerning a problem of growing concern to most American communities and particularly those comprising metropolitan areas. Increasing evidence of disregard for law and order on the part of individuals of all ages, and especially teen-age children, points up the need for intelligent action based on reliable information. Therefore, the objective of this project was to develop a plan whereby the services and resources of various agencies might be coordinated to more effectively educate and rehabilitate juvenile delinquents. Implications of the data presented in the study are clear in that they call for a coordinated attack on the problem to prevent juvenile delinquency, to deal intelligently with the young offender, and to provide greater continuity to his treatment. Major sections of this study include: (1) The Scope and Extent of Juvenile Delinquency in Tulsa and Oklahoma Counties, (2) Available Resources, (3) The Extent of Physical or Psychological Handicaps Manifested in Juvenile Delinquents, and (4) A Proposed Program to Alleviate Juvenile Delinquency. (Author/JS)

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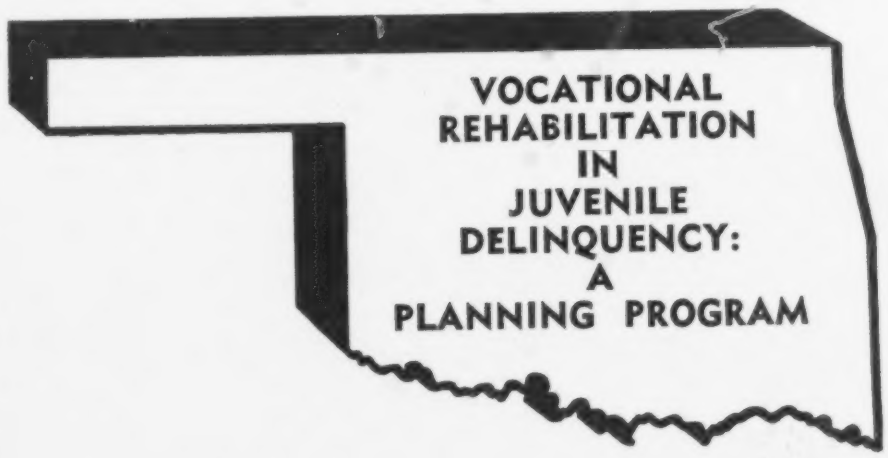

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DIVISION OF

THE STATE BOARD FOR VOCATIONAL EDUCATION

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Final Report
of a
Research and Demonstration Project
Conducted by
The Oklahoma Vocational Rehabilitation Service
July 1, 1963 — June 30, 1964

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VOCATIONAL REHABILITATION IN JUVENILE DELINQUENCY:

A Planning Grant to Determine the Role of Vocational Rehabilitation in Juvenile Delinquency

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FOREWORD

This project developed from a need for knowledge and information concerning a problem of growing concern to most American communities, and particularly those comprising metropolitan areas. Increasing evidence of disregard for law and order on the part of individuals of all ages, and especially teen-age children, points up the need for intelligent action based on reliable information.

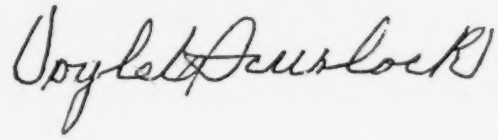
Interest in a project of this nature was stimulated by the findings of the Special Education-Vocational Rehabilitation study carried on at Oklahoma City Central High School (R.D. No. 771). This study revealed that many of the student-clients in the program had been known to the Children's Court of Oklahoma County. On several occasions, court referrals to the project school were made and a few times former students of the state's training schools were accepted for services. Concurrently, a research and demonstration project provided rehabilitation services in the Oklahoma State Reformatory (R. D. No. 949) clearly indicated the need for an earlier contact with these individuals than was possible within that program.

The concern of the Juvenile Court in Tulsa County and the Children's Court in Oklahoma County, with the development of more effective preventive and remedial procedures in dealing with young offenders, has been shown in many ways. Representatives of the two courts, the public schools, and the Oklahoma Rehabilitation Service began to explore methods of combining their services in order to provide a more comprehensive program for this group of disabled youngsters. The conferences that followed emphasized the need for much factual information concerning the extent of the problem in the two counties, including age groupings, school background, types of homes represented, patterns of behavior, and community resources as a basis for intelligent planning. The obvious and pressing need for this background information motivated the application for this planning grant.

The implications of the data presented in this study are clear. They call for a coordinated attack on the problem, utilizing the resources of the entire community more effectively, to prevent juvenile delinquency, to intelligently deal with the young offender, and to provide greater continuity to his treatment in order that he might be educated, rehabilitated, and helped to become a useful citizen of his community.

The implications of the study in regard to vocational rehabilitation agencies are equally clear. A large segment of the disabled population are eligible for and in need of rehabilitation services. Remedial programs are insufficient to meet the total needs. State rehabilitation agencies, then, have an important role to play in providing needed preventive rehabilitation services. This role, as spelled out in the report, is supportive and cooperative, but nonetheless important. With the broadening concept of rehabilitation, the role this service must play in helping to meet the needs of this group of disabled people becomes more evident.

The job is not complete. A plan has been designed based on this preliminary study, which points the way to what we believe will prove to be a more effective program, which in future years will enable all who have had a part in this effort to say, "We are our brother's keeper!"



ACKNOWLEDGMENTS

It is difficult to acknowledge each and every person who devoted time, energy, and ideas to this project. However, special recognition and thanks should go to certain individuals who made vital contributions.

We are especially grateful to Voyle C. Scurlock, Director of the Oklahoma Rehabilitation Service, for his encouragement, guidance, and support in helping plan and carry out this research and demonstration project.

To Judge Dorothy Young of the Juvenile Court in Tulsa County, and Judge Homer Smith of the Oklahoma County Children's Court, we are deeply indebted. It was their sensitivity to the needs of our young people who have been labeled "juvenile delinquents" that prompted them to pursue the ideas which led to the formulation of this project. Without their continuous efforts, guidance, and direction, it would never have reached fruition.

Appreciation is expressed to Harold Viaille, Ph.D., Research Specialist in the Oklahoma Rehabilitation Service, who was primarily responsible for writing the project application, as well as devising the necessary methods of obtaining and recording the results.

The greatest debt, of course, is to those who gave untold hours of their time in completing the project design, and in particular to David Jackson, Administrative Supervisor of the Tulsa Juvenile Court; Zel Harrell, Chief Probation Officer of the Children's Court in Oklahoma County; Verlin Anthony, John Clark, and Lowell Coleman, Rehabilitation Counselors, whose time, energy, and interest promoted the project most efficiently and effectively.

A special commendation goes to the police departments of Tulsa and Oklahoma Counties who made their records available for collecting data in the study and gave support and guidance to those carrying out the study.

Heartfelt appreciation is extended to Joe Lawter, Principal of Central High School in Oklahoma City. This progressive, far-seeing educator contributed greatly to the development of an effective means of mobilizing and coordinating resources for the rehabilitation of the juvenile delinquent.

Appreciation is also extended to Mrs. Margie Williams for the many hours spent in typing the manuscript.

Special thanks is extended to Ted Baumberger Ph.D., Director Institutional Unit, Department of Public Welfare, and the staff of the state training schools. It was through their cooperation that the juveniles who have been assigned to them as past wards of the courts were located and interviewed for this study. We are also grateful to other Department of Public Welfare personnel who have contributed to this project through the collection of data and information.

CHAPTER 1

INTRODUCTION

The term "Juvenile Delinquency" is relatively new in our culture. Just when the term began to appear is uncertain, but the equivalent of the term and of the state of delinquency has been known since ancient days. Wayward youth, headstrong progeny, and wild children are terms used in medieval literature. The problems of lawless youth are not new (Teeters and Reinemann).

No social problem in the current scene draws as much attention and publicity as juvenile delinquency. Stories in newspapers, over radio and television, and in all types of magazines shout about juvenile delinquency.

These references are frequent, often condemnatory and inflammatory, as they picture the misbehavior of today's children in communities throughout the United States, as well as other nations of the world. As is true of so many other such intricate social problems, no over-all solution is in sight (Moore).

The extent of juvenile delinquency in the United States is not and cannot be known at the present time. This lack of knowledge and information arises from an almost complete lack of uniformity in definitions of delinquent acts by different communities and even by different personalities involved in law enforcement within the same community (Moore).

The difficulties in obtaining accurate information on how many youth and children participate in delinquent behavior are summarized by Block and Flynn (1956):

1. Lack of uniformity in reporting and no compulsory registration of youthful offenders;
2. Differences in the way courts classify and handle delinquents;
3. Variations in how youngsters with problems are referred to community agencies for handling;
4. Variations in the methods of reporting the reception of children to institutions; and
5. Differences in the way police handle and refer children for misbehavior.

In any investigation into the extent of juvenile delinquency, the only figures available which are accurate are those reported on arrests. The statistics then are statements of arrests and, therefore, do not include undetected offenses. However, even with the lack of complete knowledge as to the extent of the problem, most authorities agree that the indices of juvenile delinquency point out a steady upward trend. As pointed out by B. M. Moore (1958), two conclusions are apparent: "First, from every available evidence, statistical and non-statistical, the problem of delinquent behavior is both intense and real. Second, whatever statistics are quoted to back a conservative or a radical or a middle-of-the-road position on the extent of delinquency must be quoted as indices and not as fact."

Sol Rubin (1961) points out that disease in man is not one problem but many and that there are many forms of illness, and many roads to prevention, cure, and health. The same is true of juvenile delinquency. It is not one problem but many. Delinquency has different meanings both to the individual and to society. There are many different aspects to the problem of delinquency—prevention, treatment, public attitude, and legislative control.

The "tools and techniques" for working out the problem of delinquency are available in a community according to Harrison E. Salisbury (1958). In his informal survey done in New York City and published in the New York Times under the title, The Shook-Up Generation, Salisbury indicates that the cost of utilizing the "tools and techniques" would not be too high. He stresses that problems of delinquency can be met only by a unified effort, creative imagination, and above everything else, personal responsibility and concern on the part of powerful citizens in all groups within the city.

The United States is not unique in its delinquency problems, as many other nations face the same, if not an even more severe, socially destructive situation. However, in the other nations, as well as in the United States, the number of delinquents is not overly large. An enormous percentage of youngsters are ordinary children who are interested in their studies, enjoy an occasional skylark, but are a credit to their parents and the community. This goes for children of all races, colors, and creeds (Salisbury).

In the past, the state agencies of Vocational Rehabilitation have not accepted any clearly defined roles or responsibilities in the area of juvenile delinquency. With increased emphasis placed on mental health by recent legislation, and recommendations on the national and state levels, more and more questions regarding the role of these agencies have arisen.

There have been several demonstrations in research projects formulated and now in action which will tend to define the role of Vocational Rehabilitation in the area of juvenile delinquency. Some of the projects have been in areas of sociological problems, which are closely related to juvenile delinquency, others have attempted to serve and work with the juvenile delinquent.

One of the most promising projects in this area is the program presently in operation at the Children's Village, Incorporated, Dobbs Ferry, New York. The title of this project is A Vocational Rehabilitation Demonstration in a Residential Treatment Center to Meet the Vocational and Community Adjustment Needs of the Emotionally Disturbed Youth Adjudged to be Juvenile Delinquent. Although the project has not been completed, there have been several findings recorded which are relevant to this study. Counseling experience reveals that typical project boys have a very narrow field of vocational vision due to limited exposure to the workaday world. The lack of such exposure seriously limits the boys in vocational choice and in the decision making process related to future employment.

In attempting to meet the education, vocational training, and job placement needs of delinquents moving into the community, it was found that greater emphasis would have to be placed in the education and vocational training areas. However, attempts to find employment for the delinquent boys were continued since the need was present.

Another finding of this project was that many training facilities are not suited to delinquent boys' needs because many possess a low verbal skill and/or a low level of intellectual functioning, both of which require special training techniques. It was also reported that few facilities exist that will serve boys under 17 years of age. Although the New York State Division of Vocational Rehabilitation has volunteered their services to work with all boys who qualify, few referrals have been made to the division primarily because of the age factor.

The Vocational Rehabilitation Administration Research and Demonstration Project, Number 949-P, Rehabilitation Services for Inmates in the State Reformatory, at Granite, Oklahoma, has demonstrated that a very high percentage of inmates are eligible for services of Vocational Rehabilitation on the basis of regular vocational rehabilitation criteria. Another finding of the project has been that, in many instances, vocational training and counseling provided after a person is committed to such an institution come too late to be of maximum benefit to the individual.

Also, Research and Demonstration Project, Number 771—A Coordinated Program of Rehabilitation and Educational Services Leading to Job Placement for Disabled High School Students, has corroborated the findings of the Granite Reformatory Project. While this project is not devoted specifically to the juvenile delinquent, it is located in an area of Oklahoma City in which there is a high incidence of juvenile delinquency. A minimum of 20 per cent of the mentally retarded clients in the project has come in contact with the juvenile courts. The experiences in this project have led to the belief that preventive measures may be quite effective in combating juvenile delinquency.

The needs of the juvenile delinquent in Oklahoma, as described by various people in authority in the state, seem to fall uniquely within the realm of Vocational Education. Judge Homer Smith of the Children's Court in Oklahoma City described the needs of this group of

people as being primarily vocational and educational. He mentioned specifically the needs for vocational guidance, training, placement, and follow-up in working with this group of people. Judge Dorothy Young of the Juvenile Court in Tulsa has also stressed the needs of the juvenile delinquent for vocational counseling, vocational training, and job placement.

THE PROBLEM

The objective of this project was to develop a plan, whereby the services and resources of various agencies might be coordinated to more effectively educate and rehabilitate juvenile delinquents. More specifically the aims of the study were:

1. To obtain basic information regarding the extent and scope of the juvenile delinquency problem.
2. To define the roles of the various local, state and federal agencies in the education and rehabilitation of the juvenile delinquent.
3. To determine the extent of physical and/or psychological handicaps among juvenile delinquents.
4. To provide rehabilitation services to a select group of juvenile delinquents in order to determine many of the problems encountered when working with this group.
5. To formulate a program of action that can be utilized toward the alleviation of juvenile delinquency.

MAJOR ASSUMPTIONS

The following assumptions were made in this study:

1. That a problem does exist in the area of juvenile delinquency in Oklahoma and Tulsa Counties.
2. That some effective tools and techniques exist to combat juvenile delinquency.
3. That improved coordination of the existing community facilities and resources will enable the various agencies to do a more effective job of serving juvenile delinquents.
4. That most agencies involved in the problem will cooperate with the persons conducting the study.

DEFINITION OF TERMS

Juvenile—A male under sixteen years of age or a female under eighteen years of age.

Juvenile Delinquent—A juvenile apprehended by a law enforcement agency for misbehavior or a juvenile referred to the juvenile court for misbehavior.

Juvenile Court—A judicial institution established for the sole purpose of hearing cases concerning juveniles.

Children's Court—The same as Juvenile Court.

Adjudicated Delinquent—A juvenile who has been officially declared a delinquent and made a ward of the court by being placed on probation, placed in a foster home, or sentenced to a training school.

Psychological Handicap—A manifest emotional disturbance which is of such severity as to render the individual incapable of making an adequate social adjustment; or a limited intellectual ability as assessed by an individual intelligence test.

Physical Handicap—A physical limitation which meets the criteria of acceptance for Vocational Rehabilitation services.

PROCEDURES

This was a survey type study. It included an investigation and analysis of the apprehended juveniles in Oklahoma and Tulsa Counties during the period July 1, 1962 through June 30, 1963, and the resources and facilities available to serve them.

The project was carried out in Tulsa and Oklahoma Counties. These two counties contain the major metropolitan areas of the state with a population of 785,544. This represents 33 per cent of the total population of the state as reported by the 1960 U.S. Census. Of the two counties, Oklahoma contains the greatest concentration of population with 439,506 individuals, while the population of Tulsa County is 346,038. The annual per capita income in the two counties is somewhat above the state average of $2,101, with the income in Tulsa County ($2,392) above the Oklahoma County annual per capita income ($2,165). These figures were supplied by the Bureau of Business Research, University of Oklahoma.

Tulsa County is located in the northeastern part of the state and is known as one of the great oil centers of the world. In addition to oil industry equipment and supplies, this county is a manufacturing center for the state and one of the major industrial centers of the Southwest.

The capital of the state is located in Oklahoma County. Two large federal installations, Tinker Field and Federal Aviation Agency, provide employment for many of its citizens. Many manufacturing and industrial concerns are situated in the county, and one of the major livestock markets of the nation operates there. The county is a marketing and distribution center for agricultural products.

Information concerning the extent and scope of the problem of juvenile delinquency was obtained by gathering data from the Oklahoma City and Tulsa Police Departments, the Oklahoma County Children's Court, and the Tulsa County Juvenile Court. The statistics presented in Chapter II are based on the official court records. This information was recorded on IBM cards and tabulated in order that a description could be made of the extent and scope of the problem.

The gathering of the information regarding the agencies and organizations proceeded concurrently with the gathering of the above data. This information consisted of a list of most agencies concerned with the problem, a definition of their responsibilities as they saw them, the facilities of each agency, and a brief statement of their work.

To determine the extent of physical and/or psychological handicaps among delinquents, the total population was reduced to a smaller number through random sampling procedures.

Each juvenile making up this smaller group was interviewed, a review of his past school record made, the school and court officials responsible for the particular juvenile interviewed, and health and psychological records reviewed. If necessary information in any of these areas were unavailable, diagnostic services such as physical examinations and psychological evaluations were obtained. On the basis of this data, the extent of the handicaps was determined.

In order to identify the problems encountered when working with juvenile delinquents, to broaden the study and to give a more realistic view of the statistics, case histories of twenty adjudicated delinquents were compiled and attempts were made to coordinate all available services and resources in alleviating delinquent behavior of these subjects.

Ten referrals of adjudicated delinquents from each of the two juvenile courts were made for this study. The juveniles referred were selected at random by the probation counselors from the two juvenile courts. Special efforts were made to focus all available community services on these clients. To help determine the needs of these youngsters, psychological evaluations and physical examinations were completed as soon as possible.

During the period of working with these twenty juvenile delinquents, particular attention was focused on such things as problem areas in the education and rehabilitation of juvenile delinquents; needed facilities; needed personnel; and cooperative working arrangements among the courts, schools, and other agencies concerned.

The knowledge and information gained in the proceeding phases of the study were utilized in the development of an extensive plan to educate and rehabilitate the juvenile delinquents in Oklahoma and Tulsa Counties. This plan will be submitted as an application for a Research and Demonstration grant through the National Office of Department of Health, Education, and Welfare.

CHAPTER II

THE SCOPE AND EXTENT OF JUVENILE DELINQUENCY IN TULSA AND OKLAHOMA COUNTIES

Statistics were collected concerning juveniles who came into contact with the juvenile courts in Oklahoma and Tulsa Counties during the fiscal year 1962-63. Statistics reported in this chapter were compiled from data collected for this study and also data published by the two juvenile courts. In an attempt to define the scope, extent, and nature of juvenile delinquency in Oklahoma and Tulsa Counties, both sets of data were utilized.

Information acquired for this phase of the study was derived by examining court records and, as completely as possible, supplying the data requested on Form A as shown on page 8.

Although the type of information collected for this study is similar to the data compiled by the juvenile courts, there is one major difference. Data compiled by the courts define and describe the extent of delinquency occurring each year. Data for this study were collected concerning juveniles who came into contact with the juvenile courts during one fiscal year, but the data included all previous judicial contacts of these youngsters.

Youthful offenders are referred to the juvenile courts through various means. Most of the court referrals come from law enforcement agencies such as city police departments, county sheriffs' offices, highway patrol, and the Federal Bureau of Investigation. However, court referrals also come from schools, parents, relatives, and professional persons such as doctors and lawyers. The information presented in this chapter is the accumulation of court referrals that represent offenses committed by juveniles which were brought to the attention of the courts. Actual offenses committed by juveniles are not and cannot be known at the present time. The information is, then, presented as indices of the extent of juvenile delinquency in Oklahoma and Tulsa Counties and not as a complete picture of the juvenile delinquency problem.

As the data were compiled, it became evident that in many instances there were no significant differences in the percentages between Oklahoma and Tulsa Counties. In presenting the results, when no significant differences existed, the findings of the two counties were combined for simplification.

The form below is a check list that was utilized in the accumulation of the data reported in this study. The data were collected from official juvenile court and police department records.

FORM A

I. Number _____ XXVII. Court Number _____

Name: (Last, First, Middle Initial) _____ Address _____ Phone _____

TYPE OF OFFENSE:	VI 1	VII 2	VIII 3	IX 4	X 5	XI +
Robbery & Purse Snat.	—	—	—	—	—	—1
Burglary	—	—	—	—	—	—2
Assault	—	—	—	—	—	—3
Grand Larceny	—	—	—	—	—	—4
Petty Larceny	—	—	—	—	—	—5
Bicycle Theft	—	—	—	—	—	—6
Poss. of stolen Prop.	—	—	—	—	—	—7
Auto Theft	—	—	—	—	—	—8
Riding in Stolen Car	—	—	—	—	—	—9
Molest. Stand. Veh.	—	—	—	—	—	—10
Vandalism	—	—	—	—	—	—11
Carrying Weapons	—	—	—	—	—	—12
B-Bee Gun Offenses	—	—	—	—	—	—13
Sex Offenses	—	—	—	—	—	—14
Disorderly Conduct	—	—	—	—	—	—15
Loitering	—	—	—	—	—	—16
Use or Poss. Intoxia.	—	—	—	—	—	—17
Traffic Offenses	—	—	—	—	—	—18
Truancy	—	—	—	—	—	—19
Runaway	—	—	—	—	—	—20
Sniffing	—	—	—	—	—	—21
Prostitution	—	—	—	—	—	—22
Forgery	—	—	—	—	—	—23
Arson	—	—	—	—	—	—24
Other_____	—	—	—	—	—	—25

AGE AT TIME	XII	XIII	XIV	XV	XVI
Eight (8)	—	—	—	—	—1
Nine (9)	—	—	—	—	—2
Ten (10)	—	—	—	—	—3
Elevon (11)	—	—	—	—	—4
Twelve (12)	—	—	—	—	—5
Thirteen (13)	—	—	—	—	—6
Fourteen (14)	—	—	—	—	—7
Fifteen (15)	—	—	—	—	—8
Sixteen (16)	—	—	—	—	—9
Seventeen (17)	—	—	—	—	—10
Eighteen (18)	—	—	—	—	—11

P. D. DISPOSITION	XVII	XVIII	XIX	XX	XXI
Reprimand	—	—	—	—	—1
Release to Parents	—	—	—	—	—2
Referred to Court	—	—	—	—	—3
Detention Home	—	—	—	—	—4
Jail	—	—	—	—	—5
Other _____	—	—	—	—	—6

COURT DISPOSITION:	XXII	XXIII	XXIV	XXV	XXVI
Dismissal	—	—	—	—	—1
Reprimand	—	—	—	—	—2
Released to Parents	—	—	—	—	—3
Probation to Parents	—	—	—	—	—4
Probation-indefinite	—	—	—	—	—5
Probation-definite	—	—	—	—	—6
Probation to Individ.	—	—	—	—	—7
Placement	—	—	—	—	—8
Training School	—	—	—	—	—9
Fine	—	—	—	—	—10
Other _____	—	—	—	—	—11

II. SEX:
Male ___1
Female ___2

III. RACE:
White ___1
Colored ___2
Indian ___3
Mexican ___4

IV. CURRENT AGE:
8 ___1
9 ___2
10 ___3
11 ___4
12 ___5
13 ___6
14 ___7
15 ___8
16 ___9
17 ___10
18 ___11

V. RESIDES WITH:
Mother & Father ___1
Mother ___2
Father ___3
Mother & Step-F. ___4
Father & Step-M. ___5
Brother or Sis. ___6
Aunt or Uncle ___7
Grandparents ___8
Other Relatives ___9
Guardian ___10
Other _____11

XXVII. SCHOOL CODE _____

XXVIII. INTELLIGENCE:
High ___1
Average ___2
Low ___3
Retarded ___4
Not Reported ___5

XXIX. ATTENDANCE:
Good ___1
Fair ___2
Poor ___3
Dropped ___4
Other ___5

XXX. GRADES:
A ___1
B ___2
C ___3
D ___4
F ___5
Other ___6

XXXI. CONDUCT:
Good ___1
Fair ___2
Poor ___3
Expelled ___4
Other ___5

Remarks _____

NUMBER OF OFFENSES

During the period July 1, 1962 through June 30, 1963, a total of 2,352 youngsters came into contact with the two juvenile courts. Comprising the total was 1,570 youngsters in Oklahoma County and 782 youngsters in Tulsa County. A record was made of each juvenile's offenses only to a total of six offenses. Therefore, the total of 4,440 offenses committed by the 2,352 juveniles is stated as a minimum number of offenses.

The total number of offenses is an accumulated total and includes all known offenses occurring between the time of the juvenile's initial court referral and the current referral. For example, a seventeen year old girl referred to the court during the study period could have been referred to the court the first time at age eight. In this instance, her record would cover a period of nine years.

Table 1 shows the number of delinquents who were referred to the juvenile courts during 1962-63 and the number of offenses with which they have been charged since their initial court referral.

TABLE 1

NUMBER OF JUVENILES REFERRED TO THE COURTS

AND

THE NUMBER OF OFFENSES

Order of Referral	Number of Juveniles	Number of Referrals
1st	1,348	1,348
2nd	462	924
3rd	235	705
4th	140	560
5th	99	495
6 or more	68	408
Total	2,352	4,440

The average number of court referrals per youngster was 1.9 which includes all previous referrals regardless of the fiscal year in which the offense was committed. It should be noted the wide difference in the number of youngsters referred to the court for one offense as compared to the number referred for a second offense. The juveniles referred to the court for only one offense comprise 57 per cent of the total group.

JUVENILE COURT DISPOSITIONS

The juvenile judges take into account a number of factors involved in each individual case before rendering the court's decision. The most important factors are the number of previous court referrals and the severity of the offense. The court dispositions are presented in Table 2 by percentages.

TABLE 2

COURT DISPOSITION BY PERCENTAGES

ACCORDING TO THE ORDER IN WHICH THE OFFENSE WAS COMMITTED

Court Disposition	Offense				
	First	Second	Third	Fourth	Fifth
Dismissed	65	32	15	7	4
Probation	27	44	45	42	23
Placement	4	12	18	16	16
Training School	1	9	19	29	54
Other	3	3	3	6	3

The dismissed category includes those youngsters who were either reprimanded, no charges filed, or were released to their parents with no official court action taken. Probation includes those youngsters who were placed on probation and made responsible to a court appointed probation counselor. Placement includes the juveniles who were placed in a different residence such as other relatives, a foster home, or an institution other than training schools. Training schools include the juveniles who were sent to a state traning school, a reformatory, or a security type institution. The "other" category includes such cases as assessment of fines, delay of disposition for further investigation, or referred to another court.

Table 2 reveals what would be anticipated. Seventy-three per cent of the first offenders are dismissed and less than one per cent committed to a training school; whereas, fifty-three per cent of the youngsters referred to the courts for their fifth offense are committed to a training school. Court records revealed that many of the delinquents coming before the courts for their fifth offense, and not being sentenced to a training school, had been committed for a previous offense.

To further analyze the juvenile courts' dispositions, comparisons were made between the dispositions and the following three characteristics: sex, intellectual ability, and school behavior. There were no differences in the judicial dispositions of cases in terms of these three factors.

TYPE OF OFFENSES

During the course of the project the type of offense committed by each juvenile was tabulated up to a total of five offenses. The twenty-five types of offenses included on Form A were combined into eight major categories according to the similarities of offense. Table 3 shows the percentage by type of offense committed and by the order in which they were referred to the court.

TABLE 3

TYPE OF OFFENSE BY PERCENTAGE

Type of Offense	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Theft	29	28	28	28	28
Runaway	20	19	21	19	19
Disorderly Conduct	16	17	18	18	17
Vandalism	8	7	7	4	2
Auto Theft	6	8	7	10	10
Truancy	3	5	5	6	4
Sex Offenses	3	3	4	2	3
Other	15	13	10	13	17

An examination of this table shows that the great majority of offenses fall into four major categories; theft, runaway, disorderly conduct and vandalism. This holds true for each order of offense. To determine if individuals tend to commit the same type of offense, the eight major categories were separated, then each category was separated into the type of second offense. The percentage of those committing second offenses when the second offense was the same as the first was determined. The same procedure was followed through a total of all the recorded offenses. This showed, in the categories of theft and runaway, that 50 per cent of the juveniles committing either of these offenses as the first order repeated the same offense as the second order; of those committing either offense as the second order, 50 per cent also repeated as the third order. The 50 per cent figure remained the same throughout all orders of offense. The third and fourth most prevalent type of offense, disorderly conduct and vandalism, showed great variability with a much smaller percentage of juveniles repeating the same type of offense. The only other category which showed a high percentage of repeaters was that of auto theft which remained at the 50 per cent level through three offenses.

CHARACTERISTICS OF JUVENILE DELINQUENTS

Characteristics of the juveniles studied in this report were compiled in several areas. In order to better understand the total delinquency problem, data were compiled regarding sex, race, age, and family status.

Sex

The total group of juveniles referred to the courts was 68 per cent male and 32 per cent female. The percentage of females is higher than generally reported in most studies, where the ratio of female cases to male cases generally runs from 1 to 4 to as high as 1 to 19 (Schwartz). According to Oklahoma Law, a male is not considered a juvenile after he reaches his sixteenth birthday, whereas, a female is considered a juvenile until her eighteenth birthday. Of the juveniles confined to the Oklahoma State Training Schools in the 1962-63 fiscal year, 65 per cent were males and 35 per cent were females.

Race and Nationality

In Tulsa County, 17 per cent were Negro and the remaining 83 per cent were Caucasian, Mexican, and Indian. In Oklahoma County, 24 per cent were Negro and 76 per cent were Caucasian, Mexican, and Indian.

Age

The age groups represented by the court referrals are described in percentages in Table 4. Both the current age and the age at the time of the first offense are presented.

TABLE 4

PER CENT OF JUVENILE DELINQUENTS IN EACH AGE GROUP

Age	Oklahoma County		Tulsa County	
	Current Age	Age at First Offense	Current Age	Age at First Offense
8	3	6	1	1
9	3	5	1	1
10	3	6	3	5
11	5	8	6	8
12	8	11	7	10
13	13	17	15	18
14	21	19	24	22
15	29	19	31	25
16	10	6	5	5
17	5	3	6	5
Ave. Age	13.8	12.9	13.9	13.5

Table 4 indicates that the Oklahoma County Children's Court serves a younger group of individuals than the Tulsa Juvenile Court. The sharp decline in percentages between the fifteen year old group and the sixteen year old group is a result of the fact that males are not considered juveniles after their sixteenth birthday.

Family Status

In evaluating the family background of the delinquents, court records disclosed only 52 per cent of the delinquents resided with both of their natural parents. Living with only one parent were 29 per cent, and 13 per cent were living with one parent and a step-parent. Four per cent of the delinquents in both counties were living with relatives other than parents, generally grandparents. Two per cent were living with persons other than relatives or were in institutions.

In reviewing the court records, it was difficult in many cases to determine the proper residential status of the youngsters because their place of residence was altered on numerous occasions and to a variety of abodes. To further complicate the nature of family status, the families themselves were quite transient in numerous cases.

SCHOOL RECORDS

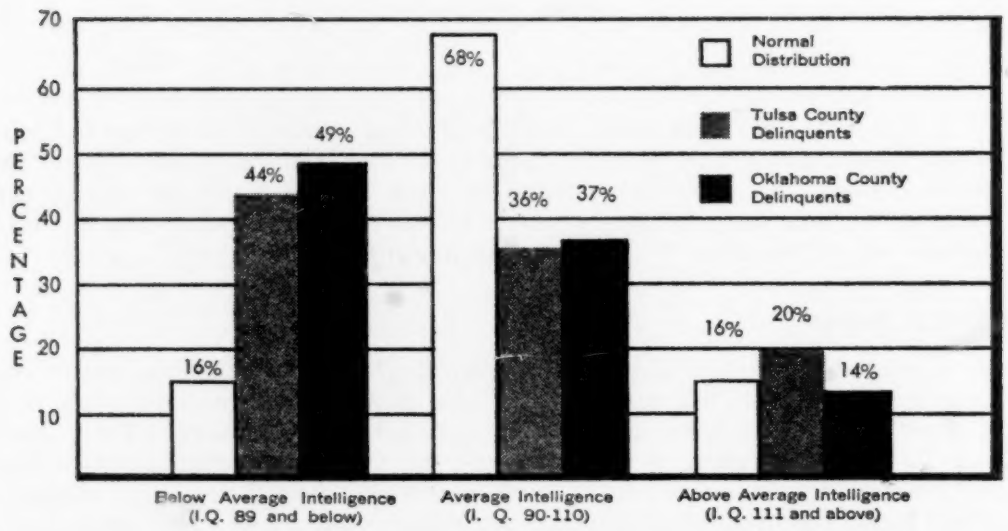
In attempting to better understand and work with the juveniles, court officials request school reports on many of the cases. In the cases included in this study, approximately 50 per cent of the records disclosed a school report. Data were compiled from 847 school reports in Oklahoma County and 284 from Tulsa County. The remaining section of this chapter deals only with the 1,131 cases whose school reports were included in the court records.

Intelligence

Figure 1 indicates the intelligence level of the juveniles referred to the courts as compared with the normal distribution of the population. At least one-half of the large group of youngsters classified as below average fall in the range of mental retardation. The mentally retarded comprise 27 per cent of the total group of juvenile delinquents as compared to eleven per cent in a normal distribution.

FIGURE 1

DISTRIBUTION OF INTELLIGENCE LEVEL



In most cases the intelligence scores were derived from group tests such as the California Test of Mental Maturity. However, in some of the cases an individual assessment such as the Stanford-Binet had been given.

In order to determine if intelligence were a factor in the number of court referrals per juvenile, a comparison was made of the number of youngsters referred to the courts for more than one offense according to their intellectual ability. Table 5 shows this comparison.

TABLE 5

NUMBER OF OFFENSES WITH INTELLECTUAL ABILITY

BY PER CENT

Intelligence	Number of Offenses			
	2	3	4	5
High (111 & above)	74	38	22	7
Average (90-110)	76	43	25	10
Low (80-89)	70	42	26	16
Retarded (-- 79)	78	64	46	31

Although the percentages show only a small difference between the group with average intelligence and the group with below average intelligence, a large distinction appears between the highly intelligent youngsters and those who are mentally retarded. Table 5 demonstrates that the youngsters in the high intelligence group tend to be referred to the courts less than the other youngsters. The average number of court referrals were as follows: high intelligence, 2.0; average intelligence, 2.1; below average intelligence, 2.2; and mentally retarded, 2.5.

To determine if the courts dispense differential treatment to youngsters when a difference in intellectual ability is present, comparisons were made on these two factors. Table 6 displays the courts' disposition of first referrals according to the juveniles' intellectual ability.

TABLE 6

COURT DISPOSITION BY PER CENT

Court Disposition	Intelligence			
	High	Average	Low	Retarded
Dismissed	42	35	42	39
Probation	44	56	52	45
Placement	7	4	5	8
Training School	0	1	1	5
Other	7	4	0	3

The comparisons of Table 6 were made for second, third, fourth, and fifth offenses. Although some differences in court dispositions existed between intellectual ability groups, there was no established trend. A slightly higher percentage of the mentally retarded juveniles

than the remainder of the group was sentenced to a training school or placed in an alternate residence. Also. a slightly higher percentage of the youngsters in the high intelligence group was placed on probation following the first court referral.

To determine if any differences were present according to sex and intelligence, the percentage of males and females within each intelligence group was calculated, and is presented in Table 7.

TABLE 7

SEX AND INTELLIGENCE OF

JUVENILE DELINQUENTS BY PER CENT

Sex	Intelligence			
	High	Average	Low	Retarded
Male	68	66	73	74
Female	32	34	27	26

The group possessing high intelligence had the same percentage of males and females as the total delinquent population of this study. The average intelligence group possesses a lower percentage of males than the total group, whereas, the below average and mentally retarded groups have a higher percentage of males than the total population of the study.

School Conduct

In determing and classifying behavior and conduct at school, the counselors' and other school officials' descriptions were utilized. Conduct and behavior of the juveniles was classified into four categories: (1) good; (2) fair; (3) poor; and (4) expelled from school for disciplinary reasons.

Juveniles who were classified as exhibiting good behavior were students who had no discipline record, abided by school rules and regulations both in the classroom and around the school building, and were generally accepted by students and teachers. Students were classified in the fair behavior category if they exhibited fairly normal behavior with only minor discipline problems arising in the school situation. Poor conduct was attributed to those students possessing lengthy discipline records and poor adjustment to teachers and/or fellow students. The juveniles expelled from school for disciplinary reasons comprised the fourth category, but it did not include those who were temporarily suspended from school for disciplinary action. Table 8 presents the percentage of juveniles classified in each category.

TABLE 8

SCHOOL CONDUCT OF JUVENILE DELINQUENTS BY PER CENT

Counties	School Conduct			
	Good	Fair	Poor	Expelled
Oklahoma	7	50	36	7
Tulsa	5	27	48	20
Total population	6	45	39	10

There is a significant difference in the percentages reported by the two counties regarding the conduct of the juvenile delinquents. With the information available for this study, there are no means of determining the reasons for the differences.

Comparisons were made between school behavior and intellectual levels of the youngsters. Table 9 presents, in percentages, these comparisons.

TABLE 9

SCHOOL CONDUCT AND INTELLECTUAL ABILITY BY PER CENT

School Conduct	Intelligence			
	High	Average	Low	Retarded
Good	17	9	4	2
Fair	47	49	52	43
Poor	31	36	36	44
Expelled	5	6	8	11

According to the school officials' descriptions of the juvenile delinquents, as evidenced in Table 9, there is a tendency for the more intellectual youngsters to possess a better school conduct record. Those individuals with less ability generally possess a poorer conduct record.

Comparisons were made between school conduct and court dispositions for the first court referral. There was no significant differential treatment by the courts toward youngsters who were classified in the different categories of school conduct.

To determine if the youngsters who displayed poor conduct in schools also presented a larger problem to the courts, comparisons were made of the number of court referrals for each category of school conduct. Table 10 presents the percentage of youngsters in each category and the number of court referrals.

TABLE 10

SCHOOL CONDUCT COMPARED WITH THE NUMBER OF COURT REFERRALS BY PER CENT

Number of Court Referrals	School Conduct			
	Good	Fair	Poor	Expelled
1	53	39	24	13
2	23	28	27	21
3	6	15	19	25
4	10	8	11	23
5	6	5	12	7
6+	2	5	7	11
Average Number	1.9	2.2	2.8	3.8

Table 10 indicates that the youngsters who are described by school officials as displaying poor school conduct or have been expelled from school, tend to be referred to the courts more often. On this basis, it could be implied that those youngsters who behave poorly at school also present the courts with more problems.

School Attendance

The school attendance of the juvenile delinquents was classified into four categories: (1) Good, less than three days of absence a semester; (2) Fair, three to eight days of absence a semester; (3) Poor, more than eight days of absence a semester; and (4) Removed from the school rolls because of lack of attendance. Table 11 describes the attendance patterns of the juveniles by percentages.

TABLE 11

SCHOOL ATTENDANCE PATTERNS BY PER CENT

School Attendance	Tulsa County	Oklahoma County
Good	5	8
Fair	21	25
Poor	48	49
Removed from school rolls	26	18

Table 11 indicates a similar difference between percentages in school attendance in Oklahoma and Tulsa Counties as Table 8 did regarding school conduct. Again, no explanation for these differences can be implied on the information acquired for this study. The percentages indicate that the juveniles in Oklahoma County possess a better school record concerning both attendance and conduct.

To determine the correlation between school attendance and intellectual ability, comparisons were tabulated. The following table depicts the percentage of juveniles in regard to their school attendance and intelligence.

TABLE 12

SCHOOL ATTENDANCE AND INTELLIGENCE BY PER CENT

School Attendance	Intelligence			
	High	Average	Low	Retarded
Good	17	8	6	5
Fair	42	27	21	22
Poor	32	49	58	54
Dropped	9	16	15	19

It is apparent that the more intellectually endowed juvenile delinquents manifested a superior attendance record as compared to their counterparts with less ability. Most studies, in which delinquents are described, emphasize the point that juvenile delinquents tend to possess negative feelings toward school and school programs often expressed by poor school attendance.

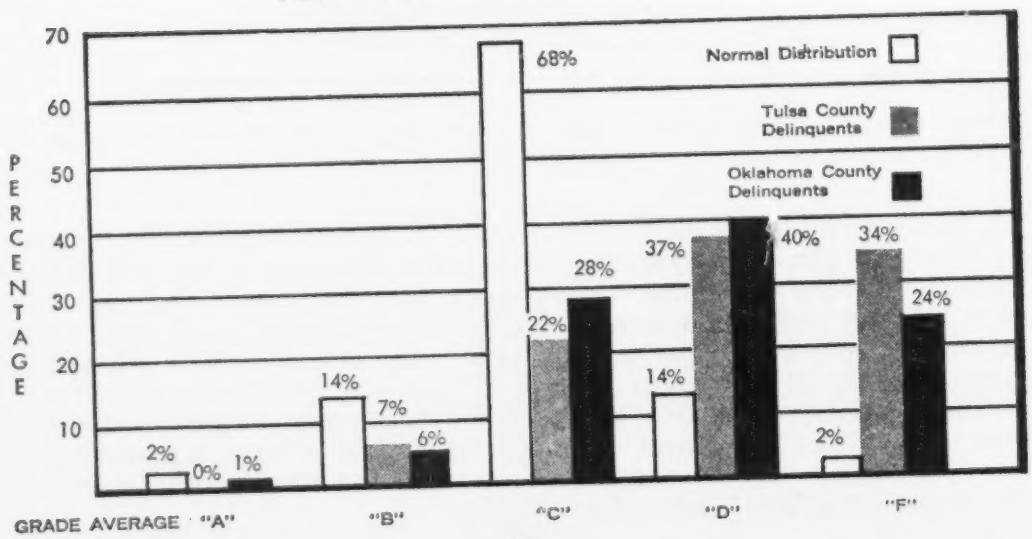
School Grades

Average grades were computed for the juveniles as shown on their school report. To illustrate the difference between the juvenile delinquents and the total school population, a normal distribution of grades for the total population was assumed. Presented in Figure 2 is a graphic illustration of the juvenile delinquents' grade average accompanying a normal distribution.

Based on the factors previously discussed—intelligence, school behavior, and attendance—the abnormally low grade average compiled by the delinquents would be anticipated.

FIGURE 2

DISTRIBUTION OF ACADEMIC GRADE AVERAGES FOR JUVENILE DELINQUENTS



Juvenile delinquents do constitute a forcible enigma to educators as evidenced by the poor school attendance, conduct, and grades exhibited by these youngsters. Samuel Brownell (1954) states that delinquency is related to schools in three ways: (1) Schools may produce delinquency, (2) Schools may help prevent delinquency, (3) Schools may help deal with delinquents through the curriculum and a program of activities.

School Districts

In order to ascertain the sections of the counties which exhibit a high rate of juvenile delinquency, a tabulation was made of the schools where the juvenile delinquents were enrolled. Nearly every secondary school in each county had at least one delinquent enrolled. The highest contributing schools were as follows:

TABLE 13

PER CENT OF DELINQUENTS ATTENDING SCHOOLS IN OKLAHOMA AND TULSA COUNTIES

Oklahoma County Schools	%	Tulsa County Schools	%
Central Jr./Sr. High	13	Central High	7
Douglass High	9	Roosevelt Jr. High	6
Moon Jr. High	8	Carver Jr. High	6
Capitol Hill Jr./Sr. High	7	Monroe Jr. High	5
Jackson Jr. High	4	Clinton Jr. High	5
Roosevelt Jr. High	4	Bell Jr. High	4
Classen Jr./Sr. High	3	Anderson Jr. High	4
Elementary Schools	17	Elementary Schools	8
Other Secondary Schools	35	Other Secondary Schools	55

As evidenced by the percentages in Table 13, two school districts in Oklahoma County account for a larger percentage of the delinquents than any of the other districts in either county. Central Junior-Senior High School and the combination Douglass Senior High and Moon Junior High, which serve approximately the same school attendance area, contain 30 per cent of the delinquents in Oklahoma County. Douglass and Moon serve most of the secondary Negro students in Oklahoma County. Central High School serves a large percentage of the low socio-economic neighborhoods of Oklahoma County which are not in the Douglass/Moon school district.

CHAPTER III

AVAILABLE RESOURCES

The handling of individual cases of juvenile delinquency combines aspects of treatment as well as prevention. The work of the juvenile court, probation, and institutional placement are primarily devoted to treatment. However, they also serve the purpose of prevention by attempting, in the individual cases, to prevent delinquent behavior from developing into more serious criminal attitudes and acts (Teeters and Reinemann). Also, some of the preventive type services such as recreational organizations and character-building agencies are interested in, and sometimes equipped for, treatment services.

This section deals with social action as carried out by governmental and other types of unofficial agencies, in Oklahoma and Tulsa Counties, in the attack upon the social problem, juvenile delinquency. An attempt will be made to describe the most important agencies and services provided in both communities. The list will be selective and will not include all of the resources. In the event that important services are omitted it will be due to lack of time and not importance of a particular agency.

FINDINGS

The information for this section was gathered by personal contact with the heads of the agencies involved. In each instance, a visit to the facility was made and the actual operation of the program observed.

LAW ENFORCEMENT

The law enforcement agencies are responsible for protection of life and property against the predatory behavior of maladjusted juveniles. Both the Oklahoma City and Tulsa Police Departments have established juvenile divisions. These two divisions consist of specialized groups of plain-clothes officers selected for their understanding of young people. Any police officer may apprehend a child, but generally only members of the juvenile department question, reprimand, or decide to detain him.

An examination was made of the Oklahoma City Juvenile Department records. This examination revealed that during the fiscal year 1962-63 approximately 39 per cent of the youngsters who came into contact with the juvenile department were handled through the juvenile officers with no detention necessary or no referrals were made to the court. In most of these cases, the youngsters were reprimanded and released to their parents. In most instances, this represented the first contact of the juvenile with law enforcement officials.

The remaining 61 per cent of the juveniles coming in contact with law enforcement officials were referred to the courts. At the time of detention and/or referral ,the responsibility for further action rests with court officials.

DETENTION

Detention facilities in both Oklahoma and Tulsa Counties are used for much the same purpose as those facilities in other parts of the nation. The primary purpose is to temporarily hold a child pending investigation and decision by the juvenile court.

The Berry House, a juvenile detention home, is organized and administered through the auspices of the juvenile judge of Oklahoma County. Juveniles are placed in detention generally by Oklahoma County law enforcement agents in compliance with admittance policies established by the court with each admittance being screened by the detention staff and final approval for acceptance left to the discretion of the superintendent. This facility has the responsibility for the physical care and custody under safe and healthful conditions while the investigation is completed. Treatment for emotional or mental conditions is not provided, but evaluations are obtained if needed.

In Tulsa County, there are no juvenile detention provisions, and juveniles, who law enforcement agents feel must be detained, are confined in the county jail. There is a local move on in Tulsa County to provide detention facilities.

The lack of juvenile detention facilities in Tulsa County results in a much smaller percentage of juveniles being detained in that county. Less than eleven per cent of all first offenders in Tulsa County are placed in detention while one-third of the first offenders in Oklahoma County are placed in Berry House.

JUVENILE COURTS

Oklahoma State laws are permissive type laws regarding juvenile courts. If a community does not establish a juvenile court, cases are tried in the county court. In Oklahoma and Tulsa Counties, juvenile courts have been established. The juvenile courts have exclusive court jurisdiction of dependent, neglected, and delinquent children. That is, their jurisdiction is not concurrent with a criminal court. However, this holds true in state and local affairs only; federal offenses are sometimes tried in federal courts.

Both judges operate their courts according to established standards. That is, private court hearings are conducted with informal, non-criminal procedures being utilized. Both courts are organized similarly, with the judge as the administrator and an assistant performing many of the administrative tasks. Probationary services for the juveniles are also the responsibility of the judges. In both counties, they have delegated the authority to administer the probationary services to an administrative assistant.

In Oklahoma County, the detention home facilities are under the jurisdiction of the juvenile court. In Tulsa County, although there are no detention facilities, there is a treatment-type residence school that comes under the jurisdiction of the juvenile court. The court procedures, probationary services, detention facilities, and treatment center facilities are responsibilities of the juvenile courts.

Standardized records of all cases are compiled, but the two courts use and maintain different sets of data. The Tulsa Court uses the Juvenile Court Statistical Card published by the Department of Health, Education, and Welfare. The Juvenile Delinquency Subcommittee of the Governor's Committee for Mental Health, recommended that all court cases concerning juveniles be reported on this form and the data sent to a central compiling agency. If the state courts would utilize the Juvenile Court Statistical Card, a more standardized set of data could be formulated, maintained, and published.

PROBATIONARY SERVICES

Probationary services in both courts are organized and administered in a similar manner. However, the probationary department in Tulsa County is better staffed. The number of probation counselors and in-take workers are approximately the same in the two counties with Oklahoma County serving more juveniles than Tulsa County. In addition to the better ratio of probation counselors to juvenile delinquents, the Tulsa probation department has a full-time court psychologist for diagnostic and consulting services.

The probation counselors and in-take workers are primarily responsible for investigating the social facts and obtaining pertinent data concerning the child's personality prior to the court's official decision, and for supervising the youngsters placed on probationary status by the judge. In addition to these two responsibilities, the probation counselors are often called upon to perform various other tasks. Maintaining an accurate record of the individual cases is an important aspect of the probation counselor's job. Also, interpreting the functions and activities of the juvenile court and the probation department to the public is another example of the various tasks performed.

INSTITUTIONS

Lakeside Home, a treatment-type residence school in Tulsa County, is the responsibility of the Tulsa Juvenile Court. Lakeside can accommodate a maximum of twenty-five juveniles. The facilities at Lakeside are established to provide treatment-type services for delinquent youngsters. The school is at the edge of the city in a pleasant atmosphere. No security measures are enforced, which necessitate that youngsters placed at Lakeside will remain there on their own discretion and honor.

Youngsters placed at Lakeside reside at the school and receive their academic schooling while there. There are no arrangements for youngsters of less than average intelligence. A psychologist is employed full-time for diagnostic and therapeutic services. The program of services at Lakeside, in addition to the academic and therapeutic aspects, includes paid work experience, recreational activities, and empathetic adults to whom the children can relate.

Similar to Lakeside School is the Tulsa Boys' Home. The Tulsa Boys' Home is a non-profit institution founded in 1918 and controlled by a board of directors composed of qualified and civic-minded businessmen. The home was established for the care, rearing, and training of orphaned, homeless. neglected, pre-delinquent or under-privileged boys, so that they might grow to manhood in a healthful and normally wholesome environment. The home is supported financially by voluntary gifts from organizations and individuals.

Tulsa Boys' Home is located in the Tulsa City limits. Three modern fireproof brick dormitories with a capacity of 66 boys are now in operation. A new addition, now being completed, will increase the capacity to 90. The program consists of manual training, recreational activities, part-time work experiences, and public school education.

Although most of the boys at the Tulsa Boys' Home are either orphaned or neglected, some delinquent and pre-delinquent boys are accepted. Chronic delinquents and juveniles whose mental or physical condition is such that they cannot attend public school are not eligible for placement.

Located at Jenks, Oklahoma in Tulsa County is St. John Vianney School. St. John's is a training school type of institution for girls, administered by the Catholic Charities. The purpose of the school is the re-education of teen-age girls with unsolved problems.

Placement of girls at St. John's is made through the Juvenile Courts and associated Catholic Charities of Tulsa and Oklahoma City. The school can accommodate 102 girls between the ages of 12 and 18. The school does not accept mental or maternity cases.

The program at St. John's includes regular classroom work in the seventh and eighth grades, the state-required academic high school subjects, and specialized work in art, music, tap and ballet dancing. The school activities are geared to work with delinquent girls, however, most of the more troublesome cases are transferred by court order to the state training schools. The operation lends itself very favorably to the state system by functioning as an intermediary training school institution.

There are four state training schools in Oklahoma. During the fiscal year 1962-63, a total of 968 juveniles were confined in these schools by the county and juvenile courts. The four state training schools in Oklahoma, their maximum operating capacities, number of juveniles confined during the fiscal year, and the average length of confinement are depicted in Table 14.

TABLE 14

OKLAHOMA STATE TRAINING SCHOOLS 1962-1963

Training School	Avg. Mo. Confinement	Maximum Capacity	Number Confined
White boys	5.2	135	417
White girls	9.4	125	250
Negro boys	13.8	110	209
Negro girls	18.2	40	92

The decision to keep or release a student is made by the personnel of the training school on the basis of the individual's readiness for release. The sentencing judge is asked for recommendations regarding the pending release of an individual. In many instances, however, juveniles are released to make room for new commitments rather than on the merits of the individual student. The shorter average number of months of confinement for white boys is an indication of the greater number of confinements in this category rather than any superior ability of this group or proficiency of the training school program. As evidenced by Table 14, the training school facilities are over extended. On July 6, 1961, the 28th Legislature transferred the administrative responsibility of the training schools to the Department of Public Welfare. This department has instigated an ambitious program, concerned with the repair and renovation of the buildings, increased professional services for a rehabilitative institutional environment, and a program of after-care supervision following recommended release of each student.

In visiting the institutions, it is apparent that the renovation, remodeling, and repair program is proceeding sufficiently. The implementation of increased professional services is manifested in the additional psychological and social work employees assigned to the training schools. The after-care supervision of released students appears to be developing satisfactorily.

Although the department has completed a number of needed changes and increased the quantity and quality of services, there are additional contemplated revisions of the training school program in the planning stages.

The two counties under study, Tulsa and Oklahoma, are the predominate contributing counties to the population of the training schools. Of the total 968 juveniles confined to the four training schools, 336 or 34.7 per cent were committed from Oklahoma County, and 110 or 11.6 per cent were committed from Tulsa County.

Boys' Ranch Town is an institution operated and financed by the Child Care Department of the Oklahoma Baptist Convention. The ranch is composed of 160 acres and is located near Oklahoma City in a rural area. The physical facilities are all fairly new and appear in excellent condition. The three dormitories can accommodate fifty-seven boys, mostly in semi-private rooms. Each dormitory has a set of house-parents who reside in the dormitory. Admission policies state that any nine to fourteen year old pre-delinquent or delinquent boy is eligible for admission regardless of religious background. However, mentally retarded boys are excluded. The boys attend public school at Edmond, Oklahoma, and there are provisions for boys to receive remedial reading instructions, if needed, at Central State College. The ranch operates some farming activities and all the boys have prescribed chores to perform in addition to normal tasks such as keeping rooms clean and doing their ironing. Sunday morning church attendance is required and all the boys are encouraged to participate in school extra-curricular activities.

Individual Opportunity for Achievement (I.O.A.) Ranch is located near Perkins, Oklahoma, and is financed by the Lions Clubs and private contributions. The ranch can accommodate twelve boys, however, it appears that the physical facilities would offer only cramped living quarters for this number. Farming activities are carried on by the boys in addition to their school activities in the Perkins Public School System.

The Wagon Wheel Dude Ranch is a private organization located near McCloud, Oklahoma. The ranch is financed through tuition and fees which are very expensive. However, the owners do accept some boys and girls on free tuition. Both boys and girls, seven to nineteen years of age who are average or above in intelligence, yet have definite learning problems due to emotional difficulties, are eligible for placement at the ranch. The youngsters, if well enough adjusted, attend the public school in Dale, Oklahoma. The ranch has a maximum capacity for fifty boys and girls. The children live in small groups of four or five with a student counselor assigned to each group.

Oklahoma County maintains and operates two institutions for the boarding of neglected and/or pre-delinquent children. The homes are Taylor Home for boys and Blinn House for girls. The two homes are under the jurisdiction of a board consisting of the County Judge, Chairman of the Board of County Commissioners, and the County Superintendent of Schools. However, there is an apparent trend toward permitting the Oklahoma County Juvenile Judge to act as the primary administrative executor. Taylor Home accepts boys seven years of age and older. If no alternate arrangements can be made, boys may continue to reside at the home until graduation from high school. The Taylor Home has a capacity of twenty-five boys. The Blinn House has a capacity of eighteen girls and has the same entrance and residence requirements as Taylor Home. Both homes are well staffed for supervision of the youngsters and would be even more effective if money were available to instigate more treatment facilities.

The Wesleyan Youth Incorporated is a privately administered institution financed entirely from contributions. The facilities are very marginal and the staff consists of a preacher and his wife, who have no formal training in working with juveniles. A maximum of fifteen boys are accepted only from Oklahoma and McClain Counties. The boys attend Carl Albert High School when they desire to attend school. Wesleyan Youth is apparently the only institution in the state which will accept a youngster who has been previously committed to a training school.

Some of the other institutions in Oklahoma include: Turley Children's Home and Westview Boys' Home operated by the Church of Christ; American Legion Home for dependents of veterans; Goodland Presbyterian Home; Methodist Boys' Home; and Methodist Deaconess Hospital for Unwed Mothers.

AGENCIES AND SERVICES

In Tulsa, three agencies have departments established for the purpose of counseling with youngsters possessing behavioral problems and with the youngsters' families. A review of the court records revealed that many youngsters are referred to these three agencies.

The Child Guidance Clinic, connected with the Tulsa Children's Medical Center, is a specialized agency for the diagnostic study and treatment of children who have emotional problems and other difficulties in adjustment. In addition to diagnosis and treatment of children, the Clinic offers psychiatric consultation to agencies, physicians, and schools about individual cases or regarding special aspects of their programs.

The Family and Children's Service, Inc., is an agency supported financially by the Tulsa Community Chest to encourage and foster wholesome family life and to provide professional casework counseling to individuals and families who are confronted with personal or family problems. Casework services are available to individuals and families with problems such as marital difficulties, parent-child relationships, personality difficulties, emotional, or physical handicaps, and unmarried parenthood.

The Tulsa Public Schools have established the Department of Visiting Counselors. The purpose of the department is to provide additional guidance and counseling services and to maintain a personal contact with the parents of children who present problems in connection with their adjustment to the school program.

In Oklahoma County, the Association of Catholic Charities maintains counseling and social work services for families who are having problems. A number of youngsters and their families are referred to the Association of Catholic Charities by the Oklahoma County Juvenile Court and apparently a very cooperative arrangement exists between the two organizations.

The Big Brothers, a national organization, has established a chapter in Oklahoma County with a great deal of encouragement from the juvenile court. Presently, there is a full-time employed director for the organization, but there is a lack of enough men volunteering their time to make the organization fully effective. Although the organization's activities are directed primarily toward boys without fathers, much good can be accomplished with pre-delinquents and delinquent boys when the right type of men volunteers to work with them.

The Pupil Services Department of the Oklahoma Public School System maintains visiting counselors and diagnostic services for children and their families who are identified as behavior and adjustment problems in the public schools. A number of qualified and competent people are employed in this department to serve both individual students, their parents, and their teachers.

In addition to professional people and private hospitals, the Oklahoma University Hospital and the Oklahoma County Mental Health Clinic both operate facilities to serve emotionally disturbed youngsters on an out-patient basis. The Variety Health Center provides similar services to meet the physical needs of juveniles.

CHAPTER IV

THE EXTENT OF PHYSICAL OR PSYCHOLOGICAL HANDICAPS MANIFESTED IN JUVENILE DELINQUENTS

In order to ascertain the extent of physical and/or psychological handicapping conditions manifested by the juvenile delinquents, a random sample was chosen from the total group. For each juvenile who had been referred to either the Tulsa County Juvenile Court or the Oklahoma County Children's Court, information was acquired as completely as possible corresponding to Form A. The information was placed on IBM cards and the cards were mechanically manipulated to insure that they were in no meaningful order. The sample, composed of approximately five per cent of the cards, was selected at random.

The random sample was composed of twenty-six youngsters from the Tulsa County Juvenile Court and seventy-five youngsters from the Oklahoma County Children's Court. In order to determine the representativeness of the sample to the total population, a Chi Square Test for the difference between uncorrelated proportions was computed regarding the four factors; race, age, sex, and intelligence. The Chi Square Test revealed the random sample group to be representative of the total population in terms of these four factors.

The first procedure utilized to determine the extent of physical or psychological handicaps was to review each juvenile's health, academic, and counseling school records and their court and police records. Following this investigation, a personal interview was conducted with sixty-nine of the juveniles. The interview was designed to reveal any possible physical or psychological handicap.

Of the 101 juveniles composing the random sample, thirty-two were not contacted because of the following reasons: seven had come into contact with the juvenile courts by being apprehended in Oklahoma City or Tulsa as runaways from locations out-of-state and were returned home; seven had definitely established residence in other states; three had their residence transferred by court order, two to foster homes and one to an institution; and fifteen remained uncontacted after numerous pursuits failed to locate them.

To augment validity of the interview and records. school counselors, teachers, nurses, and other school officials were interviewed. The opinions of the school personnel were very valuable in clarifying the condition of many of the individuals.

In many instances, the court or school records revealed a recently completed physical and/or psychological evaluation. In those cases that did not disclose a recent evaluation, and where evidence existed that a possible handicap might be present, an endeavor was made to secure proper diagnostic examinations. In addition to the available court and school diagnostic records, thirty-one juveniles were examined by a medical doctor and/or a psychologist for the purpose of determining the extent of handicaps. An attempt was made to have six other youngsters examined, but opposition on the part of the youngsters or their parents prevented it.

The large percentage of youngsters who were not contacted in the random sample is indicative of the very transient nature of many of the juvenile delinquents. The mobility of these youngsters and their families poses a serious obstruction in serving or completing research regarding them.

Four of the youngsters contacted were so non-cooperative that no definite decisions were made concerning the presence or absence of handicaps. One of the juveniles had been committed to the training school for a period of time, and another had been confined in a hospital on two occasions for extreme nervous disorders.

A total of thirty-six youngsters could not be located or were uncooperative to the degree that no definitive findings could be obtained. The remainder of this chapter reports the data from the sixty-five juveniles who were available for the study.

Twenty-three juveniles were classified as having no physical or psychological handicap following intensive investigation into each case. Eight of the juveniles were evaluated by psychologists, and, even though they had displayed some anti-social behavior, this was not sufficient to constitute a psychological handicap at the time of their evaluation. These eight youngsters were products of very low socio-economic environments and could probably be classified as being socially deprived.

The remaining fifteen juveniles, who were not classified as handicapped and who were not provided psychological evaluations, possessed only very minor charges on their court records. In all probability, these youngsters would be described as non-delinquent in behavior with little chance of encountering the juvenile courts again.

Two juveniles were physically disabled to the extent of meeting the eligibility requirements of Vocational Rehabilitation. One boy, who had asthma, had been apprehended for only one minor incident, had a good school record, and probably would not be classified as a delinquent youngster who might encounter the juvenile court again. The disability of the other physically handicapped boy was one of obesity. This boy had a lengthy court record but, according to a psychologist who had worked with him over a long period of time, had adjusted quite well. School officials verified the psychologist's report, and stated that the boy had adjusted to the school environment and was currently doing excellent school work.

The forty juveniles who were classified as psychologically handicapped were all given psychological evaluations. Eight of the forty were mentally retarded on the basis of an individual intellectual assessment provided in the psychological examination. The remaining thirty-two juveniles were evaluated by psychologists as exhibiting some type of psychological or emotional maladjustments.

Of the psychologically maladjusted juveniles, three were classified by the psychologists as exhibiting severe emotional disorders. Individual psychotherapy was recommended for these three youngsters. The remaining twenty-nine juveniles were described as possessing maladjustments of a lesser nature. Recommendations for the youngsters with less severe emotional maladjustments were: removal from the home, guidance and counseling, placement in a structured environment, or some combination of the three.

Implications included in most of the psychological evaluations were that the youngsters who were maladjusted would become progressively worse if appropriate services were not provided. Many of the youngsters had an immediate need for an adult with whom they could identify in order to more realistically develop adult responsibilities.

VOCATIONAL REHABILITATION ELIGIBILITY

On the basis of the examinations and personal interviews, eligibility for the state-federal program of Vocational Rehabilitation was determined. Eligibility was based on the regular Oklahoma Rehabilitation Service requirements:

(1) Each person has a physical and/or mental disability with resulting functional limitations in activities.

(2) The limitations resulting from the disability constitute a substantial handicap to employment.

(3) There is a reasonable expectation that Vocational Rehabilitation services may render the person fit to engage in a remunerative occupation.

Eligibility requirements were determined on individual cases by eight qualified Vocational Rehabilitation counselors. A total of forty-two juveniles, from the 101 comprising the random sample, were declared eligible for Vocational Rehabilitation services. Disabilities of the eligible juveniles are indicated in Table 15.

TABLE 15

DISABILITIES OF THE RANDOM SAMPLE GROUP

		Physical	Mentally Retarded	Other Psychological
Sex:	Male	2	5	20
	Female	0	3	12
Age:	12 and below	0	1	0
	13 and 14	1	3	13
	15 and above	1	4	19
I.Q.:	High	1	0	13
	Average	0	0	11
	Low	1	8	8
Total Number		2	8	32

If the ratio of the handicapped in the random sample holds true for the total population of delinquents, there would be approximately 978 handicapped youngsters in the total group. Of this number, 50 would be physically handicapped, 190 mentally retarded, and the remainder would be psychologically handicapped. Five hundred sixty-five would be 15 years old or older, and 595 would have average or high intellectual ability.

It would thus appear that a large number of these youthful offenders would be eligible for Vocational Rehabilitation services on the basis of the regular eligibility criteria of the agency.

It must be remembered that the group under discussion represents only that portion of the total who were available for the provision of services, and who were cooperative to the extent that services could have probably been provided.

Certain assumptions can be made concerning the thirty-six juveniles whose eligibility requirements remain undetermined. Four of the juveniles were non-cooperative to the extent that eligibility requirements could not be ascertained. There was positive evidence that two of these juveniles possessed definite psychological handicaps. The remaining thirty-two juveniles whose eligibility was undetermined could not be located and/or contacted. Of this group, evidence indicates that at least four were mentally retarded, six had psychological handicaps, and one possessed physical limitations of a congenital nature.

Even though there is evidence of the existence of handicapping conditions within this group, they were not included as eligible for rehabilitation services because of their unavailability.

Twenty-three juveniles, following intensive investigation, were classified as ineligible for Vocational Rehabilitation services. Of this group, eight psychological evaluatons were available. The remaining fifteen juveniles included in the non-eligible group would probably not be described as delinquents in the broadest sense of the word.

THE ROLE OF VOCATIONAL REHABILITATION IN JUVENILE DELINQUENCY

The information regarding the eligibility of this group of individuals for rehabilitation services leaves no room for questioning the fact that the state-federal program of rehabilitation has a vital part in any program for the control and/or alleviation of this condition.

Many, perhaps most, of these individuals will find their way to the state rehabilitation agency at some period of their life. In many instances this will occur only after repeated failures, conflicts with society, and acts of delinquent behavior. At such a time the person will be burdened, not only with the original disability, but also with the additional handicap of society's ill will and the reulting unhealthy attitudes of rebellion, frustration, and defeat which this engenders in the individual.

Research and Demonstration Project Number 949-P sheds some light on this situation. This demonstration of rehabilitation service in a state reformatory has been in operation for a period of two years. During this time, each individual who has been considered for acceptance into the program has been found to have a disability sufficiently handicapping to make him eligible for services. However, only about one of every four has been felt to be feasible for the program. The remaining three of every four inmates considered have been so severely psychologically handicapped that it was felt the available services of rehabilitation would not have benefitted them.

The very limited experiences gained thus far in Research and Demonstration Project Number 1387-P Vocational Rehabilitation in a State Penitentiary, is also helpful in evaluating the role of state rehabilitation agencies in this field. This project has indicated that the handicapping conditions which were found in this group of delinquent juveniles are present in a more aggravated condition among the adult male offenders.

The available results and experience indicate that the most effective program for the juvenile delinquent should be of a preventive nature, should begin at an early age, and should probably be entered in the school setting. Such a program restricts the role of rehabilitation to one of primarily consultative services at the early age level, prevocational programs and vocational counseling at the middle age level, and direct rehabilitation services when the juvenile reaches the age of employability.

The average age at which this group of juveniles had their first recorded contact with law enforcement agencies was 12.9 in Oklahoma County and 13.5 in Tulsa County. A coordinated program of services of a preventative nature should be started by or before this age level. The role of the state-federal rehabilitation program at this stage would be minimal and probably consist entirely of consultative services and providing information regarding the outcome of rehabilitation services at a later age level in order to develop more effective programs realisti-

cally based on knowledge of the results of the program. The schools, the juvenile courts, and agencies, such as Family Service groups and the Welfare Department, working with the families of delinquent or pre-delinquent children, would provide the major services at this age level.

As the individual grows older, the emphasis of the program would probably change to stress prevocational pursuits and vocational guidance. This change would be accompanied by an increased participation by the rehabilitation agency. Research and Demonstration Project, Number 771, A Coordinated Program of Rehabilitation and Educational Services Leading to Job Placement for Disabled High School Students, has demonstrated the effectiveness of rehabilitation participation in prevocational programs..

The role of the rehabilitation agency undergoes continuous change from the time of the prevocational program to the provision of direct rehabilitation service. Rehabilitation services can be provided effectively and efficiently within the school setting. The projects establishing cooperative programs between the school system and rehabilitation agencies have demonstrated this fact. Accordingly, the role of the rehabilitation agency undergoes continuous expansion from the prevocational program through school experiences and on into work life.

The major responsibility for the protection of the life and property of others rests and must continue to rest on the courts, law enforcement agencies, and correctional institutions. The role of vocational rehabilitation is seen as an adjunctive and cooperative one. Likewise, the major responsibility for imparting social, moral, spiritual, and academic values rests and must continue to rest with the family and school system. Accordingly, the role of vocational rehabilitation is seen as a supportive and cooperative one.

In this area, as perhaps in no other, rehabilitation must function truly as a 'member of the team.'' The number of agencies and organizations whose efforts need to be integrated is so great that the role of any one agency becomes only a part of the total effort.

CASE STUDIES

CHAPTER V

In order to determine the problems encountered when working with juvenile delinquents, to broaden the study, and to give a more realistic view of the statistics, case histories of twenty adjudicated delinquents were compiled and attempts were made to coordinate all available services and resources in alleviating delinquency behavior to these subjects.

Probation counselors from the two juvenile courts randomly referred twenty adjudicated juveniles for this study. Ten juveniles were referred from the Oklahoma County Children's Court and ten from the Tulsa County Juvenile Court. To help determine the needs of these youngsters, psychological evaluations and physical examinations were obtained.

During the course of the project, when the evaluations recommended special programs to meet specific needs, efforts were made to provide them through the use of available community services. While attempting to coordinate the various community services, attention was accorded to such matters as problem areas in the education and rehabilitation of juveniles, needed facilities and personnel, and the cooperative arrangements and attitudes among the schools, courts, and other concerned agencies.

COMPOSITE FINDINGS FROM THE CASE STUDIES

In all instances, the subjects were products of broken homes or homes of extensive family disharmony. Since the family is the matrix of fundamental training and, as such, holds a high place in the stimulation of conduct, it is readily apparent that conflict within the family can engender frustration with accompanying anxiety and hostility among the juveniles.

In each case, overt defiant behavior occurred in the school environment prior to court referral. The defiant behavior took the form of absenteeism, nonconformity, misconduct, or lack of academic strivings. Presently, all of the youngsters except two are making very poor school records or have terminated their public school education entirely. Three girls have terminated their education because of pregnancy. Five youngsters have either dropped out of school or have been expelled for disciplinary reasons and four are presently committed to a state training school.

One girl, who dropped out of school just prior to her expulsion by school officials, has made an excellent adjustment. She is a classic example of what can be accomplished when the services and resources of various agencies are coordinated. She was enrolled in the ninth grade, but because of rebellion and sporadic school attendance was a constant source of trouble to school officials. Through the cooperation and planning of the local school officials, the juvenile probation counselor, the State Board of Cosmetology, and the Vocational Rehabilitation Agency, she was placed in a private cosmetology school. She is making an excellent adjustment, achieving satisfactory performance, acquiring a vocational skill, and appears most happy.

Although there were slight variations in class differentials, most of the subjects are of the lower socio-economic class. In at least one-half of the cases, the families are receiving welfare, have received welfare in the past, or are in the process of applying for welfare benefits. In most cases, the parents and/or siblings practice criminal or other defiant conduct. There is no doubt that the patterns of crime and delinquency which surround some of the subjects greatly influence their interests and behavior. Two of the youngsters are members of the middle socio-economic class and both have adoptive parents.

Only two of the youngsters were involved in any organized sporting or recreational activities. In most cases, there were definite indications of misuse of leisure time. Apparently, the parends did not, could not, or would not provide recreational outlets or opportunities for self-expression in the area of sports or recreation. Only one of the subjects has ever been involved in a school extra-curricular activity.

The psychological evaluations of the subjects generally recommended intensive support and counseling administered by mature adults. The evaluations also revealed little or no objective knowledge in the area of vocational choice or vocational training. Evidence existed that most of the students were achieving less than their potential and the psychologists recommended that educational endeavors be presented on a very realistic and concrete basis. In several cases, the psychologists recommended therapy or counseling for the youngsters' parents.

PROBLEM AREAS IN SERVING DELINQUENTS

There are many youth services available in Oklahoma and Tulsa Counties. Just enumerating the agencies and organizations that are attempting in some way to be helpful to youth is a tremendous task. The coordination of the multiple services provided by these agencies and organizations is beyond the scope of responsibility of any single group. Despite great individual effort, the multitude of agencies generally work independently and within the framework of their own policies. Under these conditions, it is difficult to give other agencies the benefit of their support and special talents. A central agency is needed to provide for coordination of the special services of the various agencies concerned.

Similar to the problem of uncoordinated efforts among agencies responsible for alleviating delinquency is the difficulty in communication and understanding. This difficulty is particularly pronounced in those agencies where personnel changes occur frequently. Effective communication would be most beneficial in achieving understanding of the various agencies' objectives and facilities by personnel of other agencies.

A shortage of psychologically trained personnel to work with the potentially disturbed and delinquent children is apparent in Oklahoma and Tulsa Counties. One solution to the problem which should be considered would be for psychologically trained personnel to serve as consultants to personnel in the front lines of day-to-day child care services. The psychologists could probably be more beneficial to a much larger group of youngsters by serving as consultants to school personnel, probation counselors, welfare workers, and other personnel, than by working with individual youngsters. Prevention of delinquency can only be accomplished by strengthening and training those persons who are working day by day with delinquents and potential delinquents.

The Gluecks have emphasized the importance of the school in delinquency prevention and early identification of children with problems. Through the use of their prediction scales, the Gluecks offer a method of identifying which children will need help (Glueck and Glueck). Most authorities recommend that the schools take a more active interest in identifying potential delinquents early and providing educational experiences and counseling services in preventing future anti-social behavior.

In addition to committing youngsters from Oklahoma and Tulsa Counties to state training schools, the courts also place youngsters in private institutions. Although this study did not investigate the training and residential schools to such an extent as to effectively evaluate their programs, it was apparent that an accrediting agency should be established to regulate standards for private schools. Some of the private schools enjoy excellent reputations among welfare workers, court officials, and the general public, but the reputation is based primarily on the schools' reports and publicity brochures. Living standards in some of the schools appeared very marginal, personnel appeared untrained, and the programs undeveloped. These institutions serve no useful purpose as mere warehouses for bad juveniles. They are only effective if they serve as a supplement and a resource for the home community. The state has definite responsibilities to insure that youngsters who are institutionalized receive, at the very least, treatment which will not make them worse.

Many of the youngsters who comprised the study group resisted assistance from various personnel and also resisted subjecting themselves to psychological evaluations. Parents generally cooperated to the extent that they were glad someone was interested in helping their youngsters. However, they too resisted taking an active part in any treatment program. Any program or services will have to make allowances for both the resistance on the part of the youngsters and

their parents. The high mobility and transient nature of the youngsters and their families represent another probiem area in providing services to these individuals. The large percentage of the random sample who could not be located or who had moved to another state illustrates the extent of this problem.

Although several problem areas do exist in serving delinquents, compensating features also are present. In the course of conducting this study, the personnel representing the courts, schools, and other agencies who were contacted have been, without an exception, cooperative and receptive. Without this generous cooperation from the personnel working in the various agencies this study could not have been completed. In addition, without the same anticipated cooperation from the personnel, any additional program would be doomed for failure.

There was evidence that many of the persons working with juvenile delinquents had no understanding or some misconceptions of the various agencies other than their own. However, there was little evidence of jealousies or suspicions regarding the other agencies. Most of the personnel seemed not only willing but eager to cooperate with other agencies and to coordinate their services.

It was apparent throughout this study period that a large number of competent personnel are presently serving juvenile delinquents in Oklahoma and Tulsa Counties. Generally, these people are very concerned about the welfare of the youngsters and appear to possess empathic feelings toward them. This is of great importance since the success or failure of any program hinges on the manner in which the delinquents are served.

CHAPTER VI

A PROPOSED PROGRAM TO ALLEVIATE JUVENILE DELINQUENCY

Juvenile delinquency is a complex social problem. Human behavior is the result of many types of influences on the individual. A child's character, personality, and ability to mature without seriously deviating from the rules of society are determined by such factors as home life, cultural and hereditary background, economic status, physical surroundings, educational opportunities and religious training. Most authorities in the field emphasized the importance of family and home life in the determination of potential delinquency among youngsters.

The general assumption is that the school, following the family, is the most important institution in preventing the potential delinquency of youngsters. Harrison Salisbury (1958) states:

> There is no question that next to a good family a good school best copes with the inadequate, bewildered adolescent. There is no oneshot, sure cure for delinquency. But if a community wants the quickest, cheapest, most effective results, the place to spend money is in the school system. We sometimes forget that it is the business of the school people to deal with children. They are experts at it. Here is the place, if there is one, to come to grips with the shook-up generation.

When a child gets into difficulty, the way he is handled, the facilities available for his treatment and guidance, and the manner in which these facilities go into action have a definite bearing on his chances for becoming a stable, useful member of society.

Many people working in this area believe the service programs of all agencies dealing with juvenile delinquency must be coordinated if maximum achievement is to be made. A program to inaugurate a community coordinating bureau is one method of achieving this goal. The program should be responsible for the coordination of services of the schools, courts, police departments, civic organizations, health and leisure time organizations, family service agencies, guidance clinics, and all other agencies whose purposes are directed toward behavior problems of juveniles. Such a program is outlined in the remainder of this chapter.

The purpose of this program is to alleviate the problem of juvenile delinquency by providing individualized educational and vocational training in conjunction with intensive counseling and close supervision for emotionally disturbed students in order to prevent future delinquency.

Three specific aims which the program should accomplish have been identified:

1. To coordinate services available from the public schools. the courts, the Department of Public Welfare, and the Vocational Rehabilitation Agency which will result in a more flexible treatment program to meet the individualized needs of juvenile delinquents, pre-delinquents, and/or emotionally disturbed youngsters.

2. To establish a mutually acceptable relationship between public school systems, juvenile courts, a state welfare agency, and a state rehabilitation agency which will enforce the services of each.

3. To stimulate interest and support from other community and governmental agencies to alleviate delinquency through coordination and concentrated services.

NEED FOR THE PROGRAM

According to the results of the preceding chapters, a certain group of students have become grave problems to society both in the schools and the courts. These students were found to be "misfits" in a regular school curriculum and were more susceptible to incarceration by the courts. In many cases. the courts would have preferred to impose some type of probationary requirements if appropriate programs had been available rather than to sentence the students to training schools or reformatories. Many of the delinquents were described by their school records as: being difficult behavior problems or being expelled from school for disciplinary reasons; possessing poor attendance patterns or dropping out of school entirely; and adjusting poorly to regular academic or vocational education in the public schools.

The responsibility for reducing and preventing juvenile delinquency rests with all agencies, but certain agencies are better able to effect change. The vast powers and services of the juvenile court place it at the center of delinquency control efforts. The public school, as the first and only governmental agency to come into systematic contact with nearly every person during his formative years, also has the opportunity to initiate social action for the prevention of delinquency. The Vocational Rehabilitation Agency, an organization responsible for the rehabilitation of physically and mentally handicapped individuals, is an important governmental agency that should be utilized as a resource in efforts toward a delinquency prevention. The Department of Public Welfare, being responsible for the protection and welfare of many of the youngsters classified as juvenile delinquents should be an integral part of the total program. Although in the past, these agencies have cooperated in their endeavors, an effective means of coordinated services and efforts has not been accomplished in the field of juvenile delinquency.

There is a need to open avenues through which the four previously mentioned agencies could combine their services into a concentrated effort which would provide a program for meeting the individual needs of youngsters in trouble. A project of this type would be the first step in mobilizing all the agencies and interested citizens to look at the total needs of youth in the community and to meet at once the most urgent needs.

PROGRAM METHODS

This program would provide two basic avenues of action for the prevention and treatment of juvenile delinquency. These two avenues are the coordination and integration of the communties' actions within the area of delinquent behavior and the instigation of a program designed to assist pre-delinquent and delinquent youth to adjust more effectively to the demands of society. Activities for both of these would be centered in the "team" approach. A coordinating team would provide the basic integration of the services of the cooperating agencies, and an educational team would provide an individualized program of educational services for the youngsters.

The members of the coordinating team would have three major areas of responsibility. They should function as liaison persons between the agency from which they have been assigned and the other members of the program. They should have had sufficient experience with their particular agency to effectively interpret that agency's responsibilities, interests, facilities, and resources to other members of the program.

Referral of youngsters to the program should come primarily from the four participating governmental agencies. When a youngster's case is referred to the project, it would be the responsibility of the coordinating team members to acquire all of the pertinent information that is available. Based on this information, and any additionally acquired diagnostic information, the coordinating members would evaluate the cases and make recommendations. The evaluating procedure should attempt to identify the youngster's needs, and through the coordination of the available facilities, meet those needs as thoroughly as possible.

The third responsibility of the coordinating team members would be in the area of guidance and counseling for the youngsters in the program. Many of the youngsters would have a fixed relationship with one or more of the staff members. For example, all the youngsters included in the project who are under probation from the juvenile court would have a certain defined relationship with the probation counselor. The coordinating team members would confer with the educational team members in working through problem areas of the youngsters. Therefore, it would be imperative that a conducive working relationship between the two teams be established and maintained.

An in-service training program for team members would need to be established. The training should stress such topics as community organization, agency interaction, dynamics of delinquent behavior, and community resources. Members of both the coordinating and educational teams would attend these training sessions.

The staff members, comprising the educational team, would be responsible for accepting youngsters placed in their program and for developing the best educational setting possible. The teachers would have gained, through their in-service training session, some understanding of the psychological and sociological factors that contribute to delinquent behavior and emotional disturbances. Their major function would be to teach indirectly self-understanding, restraint, socially acceptable behavior, and educational and vocational skills that the youngsters need. It is anticipated that many of the educational skills would be taught on a remedial level to compensate for the lack of acquired learning in the youngster's early school experiences. The educational program would be presented on a realistic level by combining specialized remedial instruction with materials that are related to the life experiences of the students. This would probably necessitate that the teachers develop many of their own teaching aids and materials.

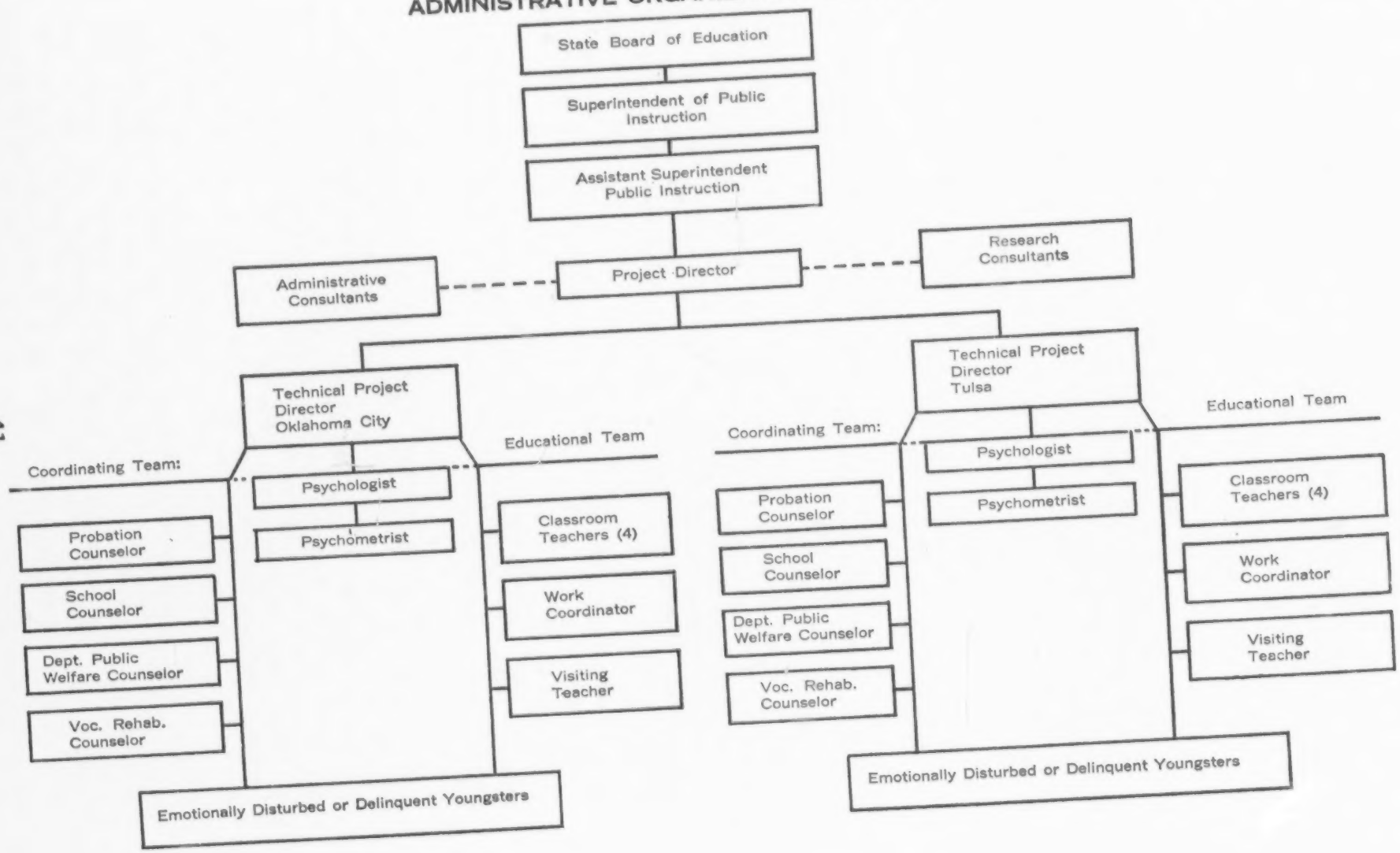
Since no teacher would be responsible for more than twenty students, it would be possible for them to personally know and understand each youngster and his problems. This would allow the teachers to conduct individualized programs. Students would be assigned to the type of program which would best satisfy their educational and personal needs. The classroom teacher would develop a program for regular school attendance which would emphasize remedial educational skills coupled with a vocational program to teach work habits, attitudes, and skills. Teachers would also supervise youngsters in part-time employment positions.

The visiting teacher would develop techniques of working with students who are too disturbed to participate in the proposed educational program described above.

As youngsters are referred to the program and evaluations conducted, revisions in the educational program may be necessitated in order to meet the changing needs of the youngsters. Some youngsters referred to the coordinating team would continue in some phase of the regularly established educational program such as: regular school, adult day school, night school, or related classes by correspondence. The educational program would provide for highly flexible scheduling in order to tailor-make individualized educational plans for each youngster.

The project would be administered through the auspices of the State Board of Education, with the project director responsible to the Assistant Superintendent of Public Instruction. The project would be composed of an integral unit in both the Oklahoma City and Tulsa School Systems. Figure 3 shows the organization of the project and the lines of authority and responsibility of those involved in the program.

FIGURE 3
ADMINISTRATIVE ORGANIZATIONAL CHART



The research consultants for this program would be drawn from the personnel of the respective agencies and Oklahoma University Medical Center Bio-Statistical Unit. These consultants would work with the project director to insure that the design is correctly followed, that appropriate statistical procedures are adequately carried out, and that interpretations drawn from the results are correct and meaningfully reported.

The administrative consultants would be composed of administrative officials from the four agencies. This team would have regularly scheduled meetings to review the activities of the project, provide general direction to the project director, and interpret the activities of the project to the respective agencies' administration.

Technical project directors would have responsibility for the day-to-day operation of the program. There would be a technical project director for each city and each would coordinate the services of the program personnel in his city.

The psychologist would function as a staff member for the project. His major role would be as a consultant to the members of the educational and coordinating teams. The teachers and counselors would have readily available consultation regarding the treatment, program planning, and services for each of the youngsters in the program.

The project director would utilize the consultive services of the psychologist. Through his consulting with the various team members, the psychologist would be in a position to advise the director in such areas as: identifying problems of serving the youngsters; establishing new programs and eliminating unnecessary services; in-service training needs of project personnel; and other areas vital to the success of the total program.

The psychometrist would be directly responsible to the psychologist and would provide diagnostic evaluations of the youngsters referred to the program.

A program such as that outlined represents one step toward a coordinated community-wide approach to the problems raised by the juvenile delinquent. It appears to be a logical beginning for an expanding array of services and facilities which could be brought to the assistance of individual youngsters in trouble. From the activities of such a "team" approach to the area of juvenile delinquency would come the knowledge of what services and facilities are needed and how they could be developed to provide an integrated program for this group.

An application for a research and demonstration grant embodying the ideas expressed in this chapter is being developed. Planning meetings have been held with representatives of each agency involved. Present plans call for the activation of the administrative consultant and the research consultant groups as the next step. These two groups will develop the final form of the application.

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